



Select photos of Game Capstone projects being played during Capstone Night.

CAT 420 - Game Capstone (2016)

Identified major problems with past years of game capstones, and fundamentally restructured the course, establishing the way game capstone continues to be handled today.

This included removing many of the pain points from the group formation process, as well as properly supporting solo projects. This also included introducing the core requirement that they were all required to release their game to the general public.

For the first time in the history of game capstone:

- A prototype was expected within the first week of class, as a way for groups to manage the scope of their vision.
- Students were required to bring a new playable version of their game, with measurable changes, each class for peer critique.
- Students learned effective production processes (through stand up meetings, Slack, Trello, accountability in group work, troubleshooting rising tensions, etc).
- The course was supplemented with workshops on handling game polish, submitting their game to a publishing platform, and building a community from scratch.
- Working professionals were brought in to give guest presentations on professional practices not covered in our curriculum, including Darren Shield (games lawyer), who also gave 10 minute legal consultations to each group at no cost, and Kunal Majmudar (game developer and musician), to give a presentation on failures and successes in crowdfunding through Kickstarter.
- Students ran their game and practiced their presentations in lower level classes,



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CAT 420 - Game Capstone (cont)

- bridging the gap between the upper and lower level students.
- Capstone night was not the first time they were required to present their work for public showcase. Students were required to showcase their works-in-progress throughout the year at large-scale public events such as the NYC Arcade, NJ Arcade, Metatopia, GameACon, Game Dev Club events, Playtest Thursdays at NYU Game Center, and more.
- Students wrote artist statements, through multiple revision cycles, that properly expressed their artistic vision and processes in an articulate way.
- All students were required to document their work for personal and professional use. Documentation included screen recordings of game play, creating trailers, and making animated GIFs.
- Students knew how to run their games at large-scale events and were able to specify their tech requirements easily.
- Students presented their work formally with confidence and were prepared to have their games played by a wide audience.
- None of the projects were inoperable on capstone night due to setting multiple milestones for development and maintaining scope.
- All students were required to write a post-mortem, reflecting on a year long project. Students wrote about their process from start to finish. They identified their points of failure and success and how they learned from it. These reflections were used to help set expectations for next year's capstone class.
- We see graduates showcasing work at industry events today.

Topics

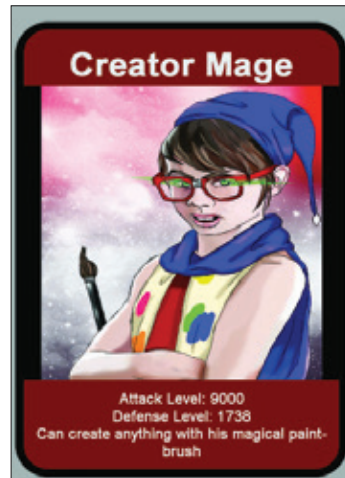
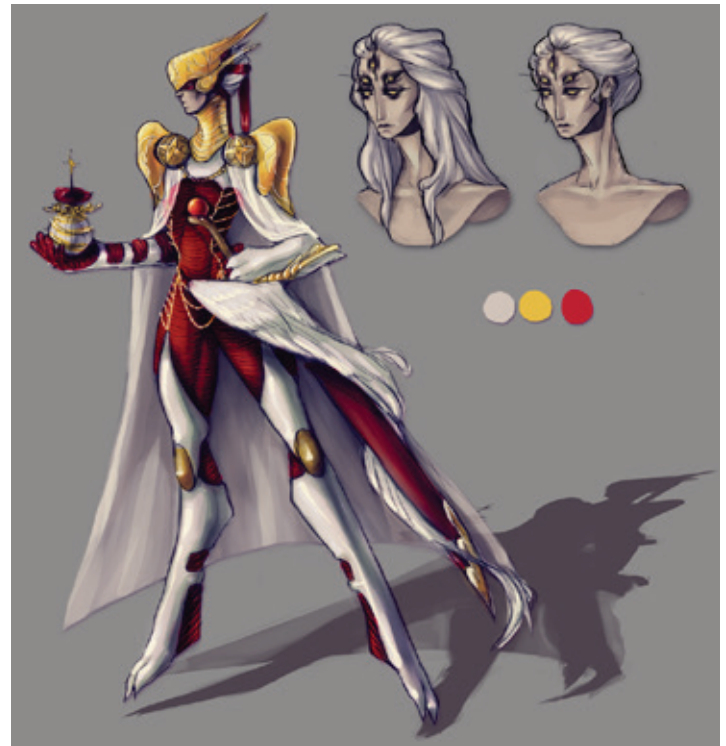
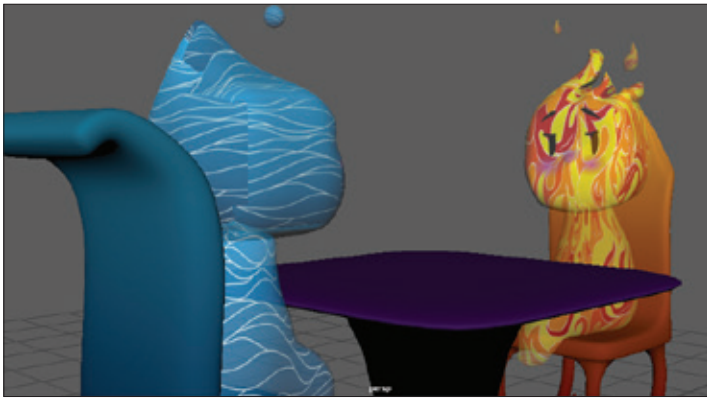
- Effective group work
- Publish & distribute work to the public
- Video capture
- Showcasing & installation work
- Presenting work formally
- Research-based design
- Writing about your work

Skills

- Critiquing peer work
- Documentation of work
- Post-mortem for future Capstone students
- Managing project scope/time management

Software

- Unity
- Unreal
- Construct
- GameMaker
- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign
- Version control (SubVersion, Git)
- Slack
- Trello
- Google Drive



Images taken from course blog and portfolios the students created at the end of the semester.

CAT 208 - Illustration and Graphic Design for Games (2016)

Studio course where students learn visual design for games, placing importance on knowing how to both create art and use code to apply their design. This studio class relied on in-class critique and workshops. At the end of the semester, all students create an online portfolio of their work.

Topics Covered

- Visual design
- Creative coding
- Sprite & 2D animation
- Environment design
- User interface design
- Typography

Skills

- Portfolio development
- Designing for print
- Using Categrafica
- Creating style guides

Software

- Adobe Photoshop
- Adobe InDesign
- Construct 2
- Autodesk Maya



Selected screenshots of 'Faolan' by Rebeca Jimenez '17, for which she received the Honors Award.

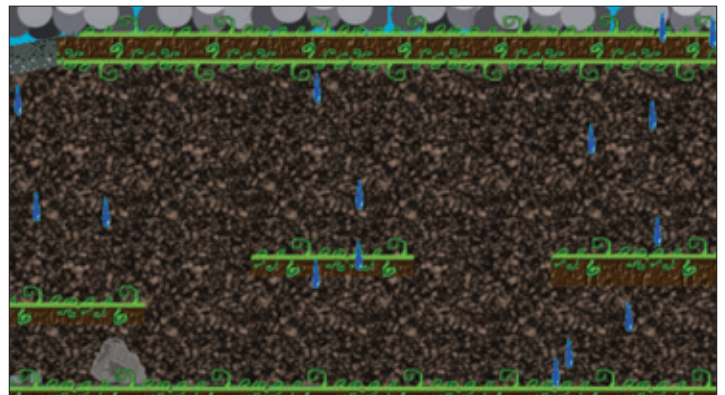
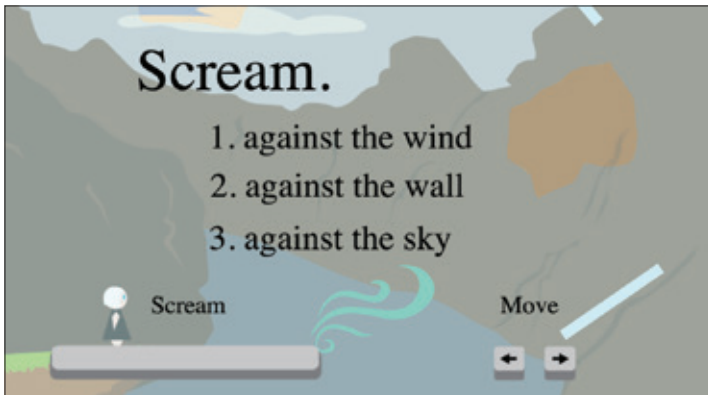
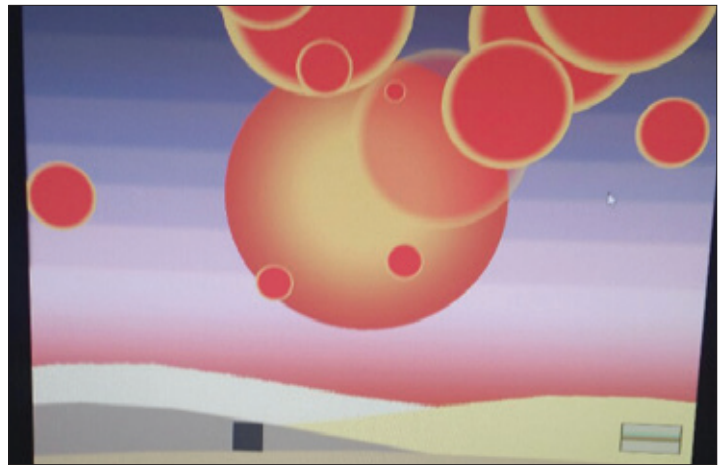
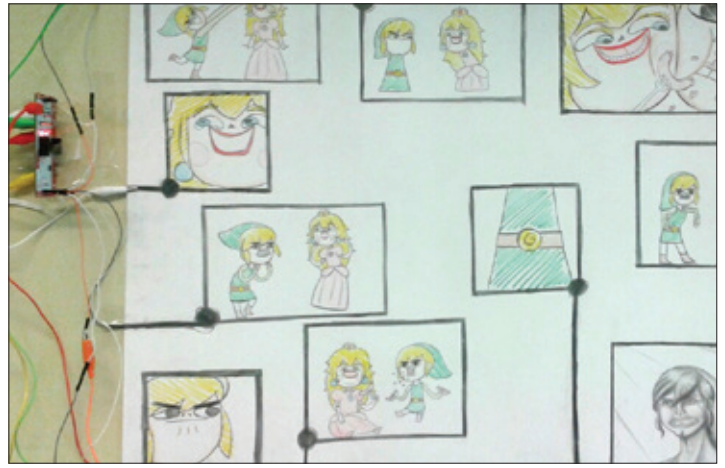
CAT 208 - Illustration and Graphic Design for Games (Honors 2016)

Rebeca entered Bloomfield College identifying as a visual artist, and lacked confidence in programming ability.

I mentored her closely in her first semester at Bloomfield College to overcome those roadblocks, and guided her as she developed the skills and confidence to see her ideas about developing a narrative that leverages interaction design beyond static illustrations.

Rebeca presented her project at the Honors Forum and was awarded the Certificate of Achievement.

I continued to mentor her, and she has since taken on an active leadership role in the Game Development Club, and continues to give demonstrations and lead workshops in which she shares her skills, and tutors other students.



Selected images from course blog. Projects made include (from top left) digital environment, interactive drawings, custom interfaces for performance, and projects inspired by Yoko Ono's Grapefruit.

CAT 117 - Process and Interaction (2016)

This course was an introduction to interactive media and creative code. Students create projects based on concepts found in performance and play. This course also entailed going on field trips into New York City to see contemporary works by local artists and developers.

Topics Covered

- Creative coding
- 2D animation
- 3D animation
- Experience design
- Custom-built interface
- Human-Computer Interaction

Skills

- Critiquing peer work
- Documentation of work
- Portfolio development

Software

- Unity
- Construct
- Processing
- MaKey MaKey



Images taken from course blog and portfolios the students created for this course. The participants pictured above are passers-by, not students enrolled in this course.

CAT 360 - Playful Spaces (2016)

This course examines play outside of the digital space and in the real world. Students create projects that question the boundaries of public space and examine the cultural importance of street games, folk games, and performance. At the end of the course, students prepare a portfolio of work.

Topics Covered

- Designing for Public Space
- Performance Art
- Folk Games & Sports

Skills

- Critiquing peer work
- Documentation of work
- Effective group work

Software

- Slack
- Trello
- Google Drive



Images taken from internship blog and social media coverage by ELD Conference attendees.

Middle left: Plenary panel with students Rebeca Jimenez, Ryan Joshi, John Landi, Maya DeJesus.

Also credited for the game are students Garman Gwynn, Jonathan Pelegrini, Jerell Williams.

Internship: ELD Conference 2016

Working with the conference director through a client-contractor relationship, students worked together to design a game from start to finish for the 2016 ELD Conference held at Montclair State University.

Students worked with the client to identify the design goals of: easy to pick up, a game that supports players dropping in and out freely, social gameplay, and educational (but not too serious). The design challenges that the student team addressed included not having a reliable way to simulate the conditions of the conference through a test, being unable to assume the number of players, start & end time of the game, or a central play space.

Topics Covered

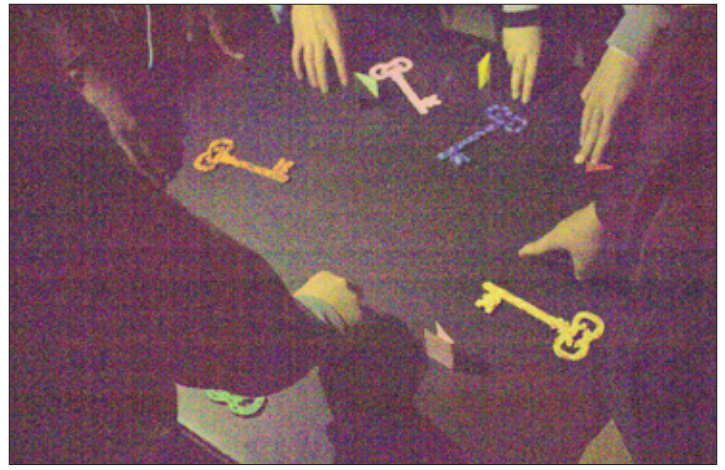
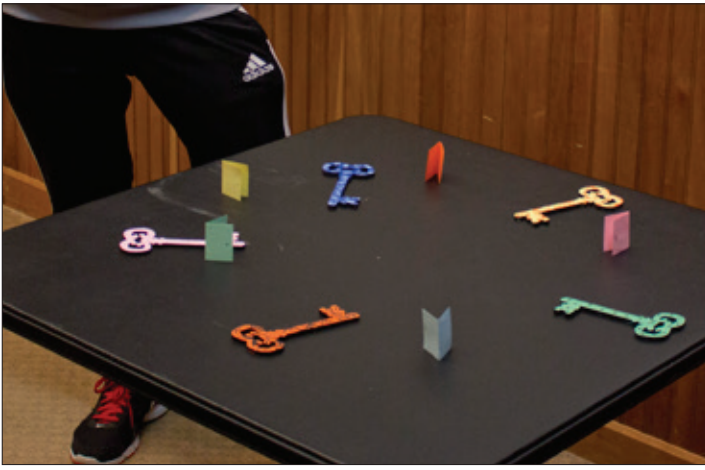
- Designing for large crowds
- Design process in a client-contractor relationship
- Designing for print
- Pervasive game design

Skills

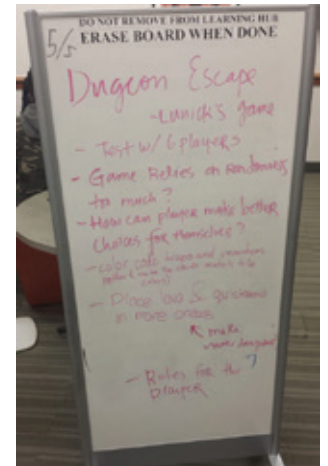
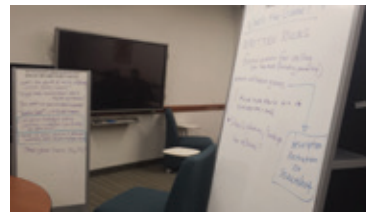
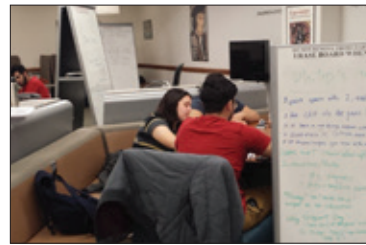
- Critiquing peer work
- Documentation of work
- Speaking in a panel

Software

- Slack
- Trello
- Google Drive



Photos of 'Keys to Success' by Bryan Carbajal '19. It's played in darkness, with intermittent flashes of light. The keys were designed in Adobe Illustrator, cut with a laser cutter, sanded, and painted by hand.



Students test a project for group critique, while the designer captures footage of the game for his portfolio. Critique is a cornerstone of the program, and whiteboards are helpful for introverts to participate.

CAT 108 - Introduction to Game Design (2016)

Through a mix of solo and small group work, students create many non-digital projects based on core topics in game design. Strong emphasis is placed on critiques, playtests, and the iterative process.

As a foundation course, it was important to break the mindset of understanding games primarily through consuming them, and shifting towards creating them. Another important element of the course was to introduce them to designing games and experiences that they may have previously been unfamiliar with, including board games, card games, sports, narrative games, abstract games, social games, on-campus intervention games, pervasive games, and more. All were required to iterate on their designs based on their experience running their games in a public setting.

The course was designed to be extremely fast-paced, teaching students to be prolific, but also reflective. Each assignment was followed by documenting their work through photography and writing.

Students learned to work in small groups effectively, as well as depend on each other when working on solo projects as well.

Students learned to execute design for print using InDesign, and all were required to use Categrafica to produce high-quality work.



Select photos of student projects, on-campus playtests, and in-class playtests and critiques.
Bottom right: Photo of Intro students playtesting Capstone project, 'Blame the Lag.'

CAT 108 - Introduction to Game Design (cont)

Topics Covered

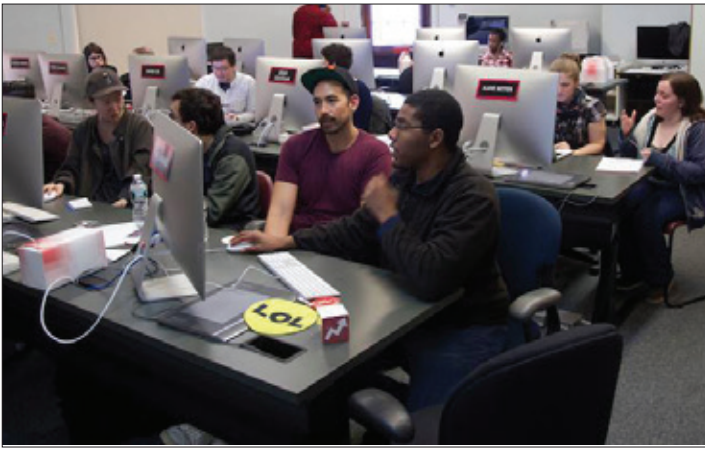
- Effective group work
- Iterative design
- Game prototyping
- Game documentation

Skills

- Critiquing peer work
- Documentation of work
- Presenting work formally

Software

- Adobe InDesign
- Categrafica
- Slack
- Trello
- Google Drive



Photos of on-campus activities such as the Creative Arts & Technology Conference, Game Development Lecture Series with Arkadium, Global Game Jam 2016, and Art&Tech Collective Meetup founded by Ray Rivera ('08). Also shown is Certificate of Achievement awarded to the Game Development Club.

Field Trips & Extra-Curricular Activities (2015-2016)

Between 2015-2016, I helped raise over \$6744 in grant money to support extracurricular learning. Some of these events were open to the public by design, building a network across current students, alumni, and professionals from the local community.

Prior to my involvement, this level of community development was completely unprecedented. Toxic and exclusive behavior within the game program was given free reign to thrive, and exposure to positive role models was scarce.

Today, we have a much more positive student culture on campus, and part of my mission is to maintain and support that.



Select photos of students attending in off-campus activities such as field trips to Push Play exhibition at The New School (NYC), IndieCade East 2016 at the Museum of the Moving Image (NYC), International Game Developers Association's NYC Games & Digital Media Career Fair (NYC), and Metatopia 2015 (NJ). Bottom Right: Game Capstone group running playtests of their game 'Treehoppers' at Metatopia.

Field Trips & Extra-Curricular Activities (2014-2016)

Students were able to experience the following:

On campus:

- The NJ Arcade 2015, Bloomfield, NJ
- The NJ Arcade 2016, Bloomfield, NJ
- BC: Game Development Workshop series, 2015
- BC: Game Development Lecture series, 2015
- Global Game Jam, 2016
- CAT Conference, 2016
- Professional Portfolio Reviews, 2016
- Art & Tech Collective
- Game Development Club mentorship, 2014-2016

Off campus:

- IndieCade East 2015, Museum of the Moving Image
- IndieCade East 2016, Museum of the Moving Image
- The NYC Arcade, 2015, Brooklyn, NYC
- Push Play & DREAMLANDS (Whitney), NYC, 2016
- Metatopia, 2015
- Tribeca Games Presents the Craft and Creative of League of Legends, 2015
- Avalanche Studios + Women In Games Event, 2016
- IGDA NYC Games & Digital Media Career Fair, 2016